Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Pharr-San Juan-Alamo ISD	**74-6001876**	**601 East Kelly**		

Mailing address line 2	City	State	ZIP Code
	Pharr	**TX**	**78577**

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
108-909	**Sotomayor (005)**	**1**	**15 and 34**	**023884067**

Primary Contact

First name	M.I.	Last name	Title
Mr. Narciso		**Garcia**	**Deputy Superintendent**
Telephone #	Email address		FAX #
(956) 354-2000	**narciso.garcia@psjaisd.us**		**(956) 354-3000**

Secondary Contact

First name	M.I.	Last name	Title
Sandra		**Quiroz**	**Director of Grants, Research and Evaluation**
Telephone #	Email address		FAX #
(956) 354-2002	**Sandra.Quiroz@psjaisd.us**		**(956) 354-3015**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mr. Narciso		**Garcia**	**Deputy Superintendent**
Telephone #	Email address		FAX #
(956) 354-2000	**narciso.garcia@psjaisd.us**		**(956) 354-3000**
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

05/19/2014

Schedule #1—General Information

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	  (A) Replace the principal who led the school prior to commencement of the transformation model;
	  (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	    1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    2. Are designed and developed with teacher and principal involvement;
	  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Schedule #2—Required Attachments and Provisions and Assurances

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	   (A) Establish schedules and strategies that provide increased learning time; and
	   (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	   (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600/ 15XX				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: **108-909**		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, PSJA ISD's Sotomayor High School has been identified as a priority school that demonstrates the greatest need. Because the district has not previously received any funds similar to the funds available through the Texas Tittle I Priority School (TTIPS) grant, it has been impossible to provide adequate resources to substantially raise the achievement of their students and meet the Annual Measurable Objectives (AMOs) needed to exit priority status. Utilizing TTIPS funds, the district will implement the Transformation Model designed to increase student achievement by building capacity and changing the school culture. This will be accomplished by increasing the effectiveness of teachers and campus leaders, improving instruction through targeted professional development, creating community-oriented schools, and providing operational flexibility to schools.

How the budget was developed: In order to develop the proposed budget, the district reviewed the grant's goals. Next the district determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the district with an accurate understanding of the amount of grant funds that needed in order to meet the defined goals of the application.

How the demographics of the district relate to the defined goals and purposes of the grant: Needs assessment findings revealed a high percent (**42.9%**) of teachers with less than 5 years of experience compared to the state's average of 33.1%. The findings further disclosed that only **13.1%** teachers had obtained a Master's Degree compared to the state's average of 23.1%. The lack of experience in the teachers that are employed at the district directly impacts the performance of the students. Additionally, only **28%** of the all student group met the minimum standard on all STAAR tests, 49% below the state's average of 77%.

If awarded, the district plans to collaborate with the University of Texas at San Antonio National Center for Accelerated Schools (UTSA-NCAS) to improve student achievement with the implementation of the Accelerated Schools Tiered Model based on scientifically-based researched and effective practices. The Center is built on the premise that unified, coherent, and integrated strategies for teacher improvement, together with a comprehensive governance system will substantially raise student achievement.

The Accelerated Schools Project addresses specific TTIPS critical success factors: improve academic performance, increase the use of quality data to drive instruction, increase leadership effectiveness, increase family and community engagement, improve school climate, and increase teacher quality. The Accelerated Schools tiered approach is different from other efforts that it addresses each of the critical success factors and is especially compelling in schools where there is a need to improve instructional programs and school leadership.

The schematic below provides a visual representation of the approach UTSA-NCAS takes regarding the Texas Title I Priority Schools (TTIPS) grant proposal. This schematic will be referenced throughout the proposal to assist the reader in connecting UTSA-NCAS with the Statutory Requirements and TEA Program Requirements. These tiers overlap in order to reinforce and ensure that there is a positive system's impact and sustainability.

TIER 1: QUALITY DATA TO DRIVE STUDENT ACHIEVEMENT	TIER 2: INQUIRY TO IMPROVE ACADEMIC PERFORMANCE
• School's instructional data; • School's instructional practice; and • Gaps between data and practice.	• Underlying causes of academic performance; and • Create a research-based action plan.
TIER 3: TEACHER QUALITY	TIER 4: IMPLEMEMTATION OF RESEARCH-BASED INSTRUCTIONAL PROPGRAMS
• Teacher retention through induction and mentoring; • High quality job-embedded professional development; and • Weekly on-site collaborative feedback.	• Weekly on-site field trainer support; • Implementation of new governance structure; and • Implementation of new instructional strategies.

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Schedule #5--Program Executive Summary (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TOTAL TEA PRIORITY POINTS = 20: Sotomayor H.S. has a graduation rate under **60%** designated as a qualifying priority reason on the 2013-2014 Priority Schools List and has not been previously served with TTIPS SIG funds. Also, Sotomayor H.S. is a Title I designated campus that has not had TTIPS SIG funding terminated.

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be updated and changed: The needs assessment process was designed and reviewed by the district and campus administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the district. The stakeholders (Superintendent, Assistant Superintendent for Finance, Principal, contracted Technology Service provider, and other TTIPS Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the school board members and TEA for approval.

Describe how the district will ensure that the program receives consistent, high quality management: The Superintendent, Dr. Daniel P. King, will obligate the district to the grant activities according to state/federal regulations. He holds a Doctorate in Philosophy and a Texas Superintendent Certificate. Dr. King and the Assistant Superintendent for Finance will ensure that previously allocated state/local funds are not diverted from the campus because of its acquisition of TTIPS funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. Cynthia Salazar has been identified as the Project Director to oversee the TTIPS program. Ms. Salazar has the experience, skills, and competency necessary to ensure the program remains within budget, on schedule, and within scope. Ms. Salazar holds a Master's Degree in Educational Administration and has the experience in federal management to successfully provide oversight to the program. Ms. Salazar has successfully managed four TIPPS grants.

Method by which the district will evaluate the program including means used to measure progress in defined areas: In order for the district to monitor the attainment of the programs goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation processes will include; conducting surveys to provide continuous feedback on the program, classroom observations conducted on a regular basis to provide the Principal and grant officials the opportunity to determine whether the technology is having a positive impact on the teachers' ability to engage students and increase productivity. The evaluation methodology will also include the review of student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the **grant application.**

Conclusion-district's on-going commitment to the goals of the grant and funding sources to the program beyond grant funding: To ensure that all project participants remain committed to the success of the project, the district has received commitment from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board members, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The district will coordinate with additional state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will assist in sustaining strategies learned and implemented during the grant cycle. This acquired resource coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminates.

Application is organized and completed according to instructions. **(ADDITIONAL POINTS)**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$800,288		$800,288	
Schedule #8	Professional and Contracted Services (6200)	6200	$553,200	$21,000	$574,200	
Schedule #9	Supplies and Materials (6300)	6300	$85,976		$85,976	
Schedule #10	Other Operating Costs (6400)	6400	$69,000		$69,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$75,000		$75,000	
	Total direct costs:		$1,583,464	$21,000	$1,604,464	
	1.627% indirect costs (see note):		N/A	$26,536	$26,536	
	Grand total of budgeted costs (add all entries in each column):		$1,583,464	$47,536	$1,631,000	

Administrative Cost Calculation

Enter the total grant amount requested:	$1,631,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$81,550

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$552,409	$539,307	$539,284	$1,631,000

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

The costs reflected in the budget appropriate for the results expected (**BUDGET-Q1**); and, the budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (**BUDGET-Q2**)

Based the proposed size and scope of the need, as well as the number of targeted students and teachers, the amount requested is reasonable and appropriate to adequately supports the activities outlined in the grant.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher				
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	**Project Director** - Will provide Project Coordinator oversight on all program activities. ($40,447 per year x 3 years= **$121,341**)		1	$121,341	
5	**Project Coordinator (DCSI)** - Will manage all program activities, participate in staff development, enlist district support for the initiative, and participate in all conferences. ($66,123 per year x 3 years = **$198,369**)	1		$198,369	
6	**Teacher Facilitator** – Will facilitate school-wide professional development to enhance teacher content. ($55,000 per year x 3 years = **$165,000**)	1		$165,000	
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	**Data Entry Clerk**- Collect and enter all grant-related data. ($22,000 per year x 3 years = **$66,000**)		1	$66,000	
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
21					
24			Subtotal employee costs:	$550,710	
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay - 17 Substitutes x 10 days x $75 x 3 years = **$38,250**		$38,250	
26	6119	Professional staff extra-duty pay – **Teacher Stipend** - Will be provided based on students' favorable performance. (17 Teachers x $500 per year x 3 years = **$25,500**) **Extra-Duty Pay** – Will provide extra- duty pay to teachers who perform duties beyond regular school hours. (17 Teachers x $25 per hr. x 50 hrs. x 3 years = **$63,750**)		$89,250	
27	6121	Support staff extra-duty pay			
28	6140	Employee benefits $678,210 x 18% = **$122,078**		$122,078	
29	61XX	Tuition remission (IHEs only)			
30		Subtotal substitute, extra-duty, benefits costs		$249,578	
31	**3-Year Grand total (employee costs plus substitute, extra-duty, benefits costs):**			$800,288	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		☐		
2		☐		
3		☐		
4		☐		
5		☐		
6		☐		
7		☐		
8		☐		
9		☐		
10		☐		
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: **UTSA Center for Accelerated Schools**	☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional development and weekly on-site field trainer support. Will include materials and travel cost. ($63,500 per year x 3 years = **$190,500**)

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 5	$160,500	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		$6,000	
	Contractor's other operating costs		$24,000	
	Contractor's capital outlay (allowable for subgrants only)			
		Total budget:	$190,500	

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Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-District Number or Vendor ID: **108-909**	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2

Specify topic/purpose/service: **BlackBoard - Online Management System**   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Will provide teachers with a management system that will impact every aspect of students' education. The online connectivity will allow student to access coursework anytime/anywhere. ($9,000 per year x 3 years = **$27,000**)

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: **1**	$27,000	
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials			
Contractor's other operating costs			
Contractor's capital outlay (allowable for subgrants only)			
	Total budget:	$27,000	

3

Specify topic/purpose/service: **Challenger Learning Center**   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Will provide off-site learning experiences to explore properties of earth and space utilizing Math and Science principals. ($7,500 x 3 years = **$22,500**)

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: **2-3**	$22,500	
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials			
Contractor's other operating costs			
Contractor's capital outlay (allowable for subgrants only)			
	Total budget:	$22,500	

4

Specify topic/purpose/service: **Texas Center for District and School Support**   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Will provide technical assistance services to support the campus in meeting required performance standards under both state and federal accountability systems. ($33,000 per year x 3 years = **$99,000**)

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: **1-2**	$99,000	
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials			
Contractor's other operating costs			
Contractor's capital outlay (allowable for subgrants only)			
	Total budget:	$99,000	

5

Specify topic/purpose/service: **TCDSS Professional Services Provider (PSP)**   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Will provide support to the campus through the improvement process and identified interventions. ($36,000 per year x 3 years = **$108,000**)

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: **1**	$108,000	
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials			
Contractor's other operating costs			
Contractor's capital outlay (allowable for subgrants only)			
	Total budget:	$108,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: **108-909**	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: **External Evaluator-TCES**		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service: TCES has previous experience and has evaluated TTIPS grants in the past. TCES will utilize data collected by ERI to evaluate the quality of the program and answer questions about projects, policies, and programs, particularly about their effectiveness and efficiency. ($7,000 per year x 3 years = **$21,000**)			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$21,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
		Total budget:	$21,000	
	Specify topic/purpose/service: **Scholastic On-site Leadership Coaching**		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service: Will provide teachers and administrative staff with coaching sessions designed to improve the leadership capacity of the campus. (6 sessions x $3,400 per year x 3 years = $61,200)			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$61,200	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
		Total budget:	$61,200	
	Specify topic/purpose/service: **South Texas College (STC)**		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service: Will prepare students for the Texas Success Initiative (TSI) exam by providing students with tutorials. Allocated funds will include TSI testing fees. ($15,000 per year x 3 years = **$45,000**)			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 2-3	$30,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		$15,000	
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
		Total budget:	$45,000	

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$574,200	
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$0	
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$574,200	
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		
	(Sum of lines a, b, c, and d) 3-Year Grand total	$574,200	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: **108-909**				Amendment number (for amendments only):		
Expense Item Description						
Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	**Printers**	Will be utilized by the TTIPS staff to print necessary documents.	2	$300	$13,100	
	2	**Large Printers**	Will be utilized by teachers and students to print instructional information.	4	$1,000		
	3	**Laptops**	Will be utilized by the TTIPS staff for data entry, communication, and to ensure that all activities are performed in a timely manner.	2	$1,500		
	4	**Graphing Calculator Bundle**	Will be utilized by students during their Math and Science classroom instruction. (10 calculators per bundle)	2	$1,750		
	5	**USB Flash Drives**	San Disk Cruzer will be utilized by TTIPS students as a resource for classroom instruction.	200	$10		
6399	Technology software—Not capitalized						
6399	Supplies and materials associated with advisory council or committee						
Subtotal supplies and materials requiring specific approval:						$13,100	
Remaining 6300—Supplies and materials that do not require specific approval:						$72,876	
3-Year Grand total:						$85,976	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: **108-909**		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	**$15,000**	
	Specify purpose: **Educational Field Investigations** - Will provide students the opportunity to tour colleges and universities.		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		**$15,000**	
	Remaining 6400—Other operating costs that do not require specific approval: **Transportation, Per Diem, and Lodging:** Will be provided for TTIPS staff to attend the required Texas Accountability Intervention System training, as well as, visit exemplars and best practice schools. ($8,000 per year x 3 years = **$24,000**) **Nutritional Snacks** – Will be provided to students during extended learning time to ensure students remain focused and on task. ($5,000 per year x 3 years = **$15,000**) **PBIS** - Students will receive achievement awards for their hard work and inspire them to keep up their good work. (i.e. certificates, ribbons, pens, pencils, etc.) ($5,000 per year x 3 years = **$15,000**)	**$54,000**	
3-Year Grand total:		**$69,000**	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
**Schedule #11—Capital Outlay (6600/15XX)**				

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX/15XX—Technology hardware, capitalized					
2	Computers on Wheels (COWs) – A mobile wireless computer lab which will safely store and charge laptop. Laptops will be utilized by students during classroom instruction to increase academic performance.	3	$25,000	$75,000	
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX—Technology software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX—Equipment, furniture, or vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29					
			3-Year Grand total:	$75,000	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			**215**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	0	0 %	Attendance rate	79.2 %
Hispanic	172	100%	Annual dropout rate (Gr 9-12)	3.8%
White	0	0%	Annual graduation rate (Gr 9-12	50.8 %
Asian	0	0 %	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	25%
Economically disadvantaged	167	97.1%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	43%
Limited English proficient (LEP)	60	34.9 %	Students taking the ACT and/or SAT	8.9%
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	*
			Average ACT score (number value, not a percentage)	*

Comments

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (PROGRAM PLAN-Q1)

The program is designed to address the targeted population. The campus will dedicate grant personnel as well as both internal and external trainers to ensure that the grant is being administered, managed, and in compliance according to the states' guidelines. Activities identified in the Transformation Model on pages 33-42 provide more detailed information. In addition, the evaluation measures and procedures on pages 30-31 will guide the campus administrators and grant personnel on how to determine the effectiveness of the grant both through formative and summative assessments.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0%	No degree	27	1.3%
Hispanic	11	78.6 %	Bachelor's degree	1,723	85.4%
White	1	7.1 %	Master's degree	264	13.1%
Asian	2	14.3%	Doctorate	3	0.2%
1-5 years exp.	5	35.7 %	Avg. salary, 1-5 years exp.	$43,050	N/A
6-10 years exp.	3	21.4%	Avg. salary, 6-10 years exp.	$47,370	N/A
11-20 years exp.	1	7.1 %	Avg. salary, 11-20 years exp.	$52,214	N/A
Over 20 years exp.	4	28.6%	Avg. salary, over 20 years exp.	$60,133	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									4	4	10	13	22	30	83
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									4	4	10	13	22	30	83

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									1	1	4	4	4	4	18
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									1	1	4	4	4	4	18

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 3 grant, the district analyzed the needs of the campus. Elements of the needs assessment included the review of the instructional programs that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the infrastructure that is available for student and teacher use. **NEED-Q2:** As a result of this assessment, the following specific needs have been identified and strategies have been developed to address those needs:

How Needs Are Prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need:

- *Leadership Teams* – The campus needs hierarchical structure to increase leadership capacity. Administrators need additional professional development training to increase their leadership skills. In addition, leadership roles (Lead Teachers, Mentor Teachers, etc.) must be clearly identified to raise learning expectations for teachers, students, and administrators and create a learning culture that facilitates improved student performance.
- *Professional Development Training* – The campus needs the funds necessary to provide teachers with additional professional development training to: increase student engagement, integrate technology into daily class instruction, increase classroom management, build learning communities, design engaging lesson plans, etc.
- *Instructional Programs* – The campus needs instructional materials and academic software required to provide students with activities that are designed to achieve campus goals and exit priority status. In addition, the instructional materials that are currently available for use by teachers and students do not offer the comprehensive assessment instruments needed to identify students' areas of need and allow teachers the ability to create customized lesson plans designed to target these areas.
- *Infrastructure* – The campus needs technology and infrastructure to meet the needs of the 21st Century educational system. Studies indicate that technology, infrastructure, and education are a great combination if used together with a right reason and vision. Technology and infrastructure improves education to a great extent and it has now become a need for revolutionizing education for the better. Having technology, educators, students, and parents will have a variety of learning tools at their fingertips. (Using Technology in Education: Does It Improve Anything?, October 2013)

Data Sources Reviewed: Numerous data sources were reviewed. The objective of this review was to identify data sources that would be utilized to identify the root causes of the issues that are contributing to the issues the campus is facing, as well as be used to measure future improvement at the targeted campus. The campus administrators used four criteria's to select data sets for review. These included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Use of current longitudinal data; 3) Feeder campus stats and needs to determine patterns and needs of upcoming student population to the proposed targeted campus; and 4) All grade levels with the identified low performing sub groups.

Stakeholders: Moreover, the team members also reviewed personnel needs. The team determined that the Principal was appointed to her position in July of 2012. Therefore, as per TEA Frequently Asked Questions (FAQs) and the flexibility allotted by the U.S. Department of Education (USDE) in the Transformation Model with the TTIPS, Cycle 3 grant funds, it was decided that the Principal (Ms. Larissa Saenz-Mancha will not be replaced at this time.

Only the teachers who received favorable evaluations in March 2014 will be invited to continue their employment for the 2014-2015 school year. More specific and quantitative assessments will be conducted next year and thereafter to determine if the Principal and teachers will be retained for continued employment. All of these new expectations will be individually discussed with any new prospective candidates and will be kept in their personnel file.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff was encouraged to submit surveys, emails, or dialogue with administrators. Additionally, students, parents and community needs were considered in the needs assessment. The data collected was reviewed and based on the results, the district and campus staff felt the Transformation Model closely matched the needs identified; therefore, the campus scheduled a school improvement model.

Current Achievement - Sotomayor H.S. has been identified as one of the State's most struggling campuses demonstrating a strong academic need. The campus has been identified as a Title I Priority school campus because it had only **20%** of its students pass all sections of the STAAR test. This is 49% below the state's average of 77%. **NEED-Q1**: The table below illustrates the magnitude and severity of the problem to be addressed is significant in nature:

NEEDS ASSESSMENT RESULTS									
Math		**Science**		**Reading**		**History**		**Graduation Rates**	
Campus	**State**	**Campus**	**State**	**Campus**	**State**	**Campus**	**State**	**Campus**	**State**
25.0%	79.0%	35.0%	82.0%	43.0%	80.0%	18.0%	76.0%	50.8%	87.7%
Source: 2012-2013 Texas Academic Performance Report (TAPR)									

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable; and, strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives according to the relevant statute.

Required Accomplishments - The campus plans to fully implement the Transformation Model in order to substantially raise the student achievement and enable the campus to meet the Annual Measurable Objectives (AMO) and exit Priority status. Required accomplishments will include:

- Improving academic performance to include the use of data-driven instruction, horizontal and vertical alignment of curriculum, and on-going monitoring of instruction;
- Increasing the use of quality data to drive instruction to include data disaggregation and training, data-driven decision- making, and on-going communication;
- Increasing leadership effectiveness to include on-going job embedded professional development training, operational flexibility, and resources and data utilization;
- Increasing learning time to include flexible scheduling, instructionally-focused calendars, and staff collaborative planning;
- Increasing family/community engagement to include increased opportunities for input, effective communication, and accessible community services;
- Improving school climate to include increased attendance, decreased discipline referrals, and increased involvement in extra/co-curricular activities; and
- Increasing teacher quality to include locally developed appraisal instruments, on-going job embedded professional development, and recruitment/retention strategies.

Needs Assessment Process of Participating Stakeholders: The initial comprehensive needs assessment in which multiple measures of data were analyzed and disaggregated including: student achievement, prior year STAAR results, student demographics, student attendance, student surveys, parental involvement attendance, social services provided, and other pertinent data. The disaggregation of this data provided a visual on the current status of the campus and vision of a picture for the direction in which the campus wanted to progress. A design team (Superintendent, Campus Principal, Counselor, Paraprofessionals, and Teachers) was formed to discuss the data and possible interventions for teachers and students. Through extensive conversation, it was determined that the campus needed to make several changes to the current educational program. Based on the student surveys, it was determined that students wanted to learn a trade for which they could be marketable after graduation. The design team determined it is an opportunity to engage more students by offering entry-level certification courses for students to develop a skill they could pursue after graduation. Additionally the teachers will relate content-based instruction in the core subject areas to real world applications. As a result, many students will perform better on state achievement tests. The design team and partners are confident that in implementing these strategies, the campus will increase in the low-performing content areas to transform this low-performing campus into a higher-achieving school within the proposed 3-year funding cycle.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Priority Reason - Graduation Rate:** The campus has a high percent of students who failed to graduate. The campus only had **50.8%** of students that graduated. This is significantly below the state's average of 87.7%.	The campus will to make several changes to the current educational program to include classes that will offer entry-level certification courses where students can develop a craft in which they could pursue after graduation. By relating content based instruction in the core subject areas to real world applications, students will have the opportunity to use real life applications to better understand the information being taught in the classroom
2.	**Priority Reason - Math Performance:** The campus has a high percent of students who failed to meet the minimum academic standards in Math that have been set forth by the state. Only **25%** of the campus students had acceptable Math STAAR scores. This is below the state's average of 79%.	The campus will increase rigor by incorporating relevant projects, inquiry, or design-based contextual learning opportunities.
3.	**Priority Reason - Reading Performance:** The campus has a high percent of students who failed to meet the minimum academic standards in Reading that have been set forth by the state. Only **43%** of the campus students had acceptable Reading STAAR scores. This is below the state's average of 80%.	The campus will increase rigor by incorporating relevant projects, inquiry, or design-based contextual learning opportunities.
4.	**Attendance Rate:** The campus has a high percent of students that display issues with truancy. The campus has **79.2%** attendance rate. This is significantly below the state's average of 95.9%.	The campus will implement the following strategies designed to increase attendance: • Have a campus official contact the parents/guardians when a student is absent. Let students know their absence is noticed and that they are missed at school. • Classes and students will be rewarded and recognized for improved attendance. Certificates and other prizes will be given for attendance improvement. • Clarify and publicize legal/school standards related to attendance. Explain that truancy can lead to severe consequences, including fines and criminal prosecution. • Make sure campus staff is aware of the loss of Average Daily Attendance (ADA) funds due to absences. • Hold assemblies for parents/guardians and students who are chronically absent. Suggestions will be provided that can get students back to school.
5.	**Leadership Effectiveness:** The gaps in student performance are a direct result of the leadership effectiveness that is lacking at the campus. The campus lacks the structure, resources, and trainings required to improve students' performance and exit school priority.	The campus will contract with UTSA-NCAS to increase leadership effectiveness by providing the following strategies: • Work with UTSA Center for Educational Leadership, Policy and Professional Development; • Provide the campus principal, administrators, and teachers additional services, programs, and activities that support professional development strategies; • Provide policymaking and budgetary decisions that support district improvement; and • Provide a new governance structure.

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Schedule #14—Management Plan	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications -
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI must hold a Master's Degree and have a minimum of 5 years of experience in a related field. The DCSI will work with campus personnel and the TCDSS Professional Services Provider (PSP) and Texas Education Agency (TEA) to support the campus through the improvement process and identified interventions. This improvement process includes addressing each of the Critical Success Factors and implementing activities selected to fulfill each of the federal requirements for the Transformation Model.
2.	Superintendent	The Superintendent holds a Doctorate in Philosophy and will obligate the district and campus to the grant activities according to state regulations. He will ensure that previously allocated state/local funds are not diverted from the campus because of its acquisition of TTIPS Cycle 3 funding.
3.	Project Director	Ms. Cynthia Salazar holds a Master's in Education with a Principal Certification. She has four years' experience managing the TTIPS grants. She possesses the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope.
4.	Principal	The Principal, Ms. Rosa Rakay, holds a Master's Degree in Education and has 28 years of prior experience, supervisory skills, and educational competency necessary to ensure the project remains within budget, on schedule, and within scope.
5.	Professional Services Provider (PSP)	The TCDSS PSP will be facilitating data analysis and development of a needs assessment; working on curriculum and instruction; addressing teacher quality; reviewing principal performance; and recommending which educators to retain. The PSP's role is to monitor progress and ensure (1) an increase in quality instruction; (2) effective leadership and teaching; and (3) that student achievement and graduation rates for all students, including English language learners, students with disabilities, and the lowest achieving students, improves.
6.	TTIPS Teacher Facilitator	The TTIPS Teacher Facilitator will be required to hold at least a Master's degree from an accredited college/university. This individual will need to have experience in research-based instructional practices and proficiency with curriculum software. In addition, this individual will need to demonstrate knowledge in using a variety of assessment tools.
7.	UTSA Center for Accelerated Schools	UTSA Center for Accelerated Schools is a TEA approved provider that employs staff that is required to hold a Master's or Doctorate in an educational field. Field trainers have from 12 to 33 years of experience in education including teaching, administration, coaching and mentoring. The Center has extensive experience in providing enriched professional development, methods for collaboration and leadership development, on-site support and a systems approach to restructuring schools. In addition, the Director has 36 years in education, 21 affiliated with Accelerated Schools.
8.	Texas Center for District and School Support (TCDSS)	TCDSS will serve as a coordinating point for statewide school improvement initiatives. The TCDSS will provide technical assistance services to support the district in meeting required performance standards under both state and federal accountability systems. Additionally, TCDSS will help the district build statewide capacity for school improvement to ensure all students graduate career and college ready.
9.		

Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. **(Management-Q1)**

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MANAGEMENT: The campus will recruit, screen, and select external providers based on campus needs assessment findings, past effectiveness of training provider, and cost effectiveness. External providers not currently selected, but who have demonstrated effectiveness with other campuses similar in demographics, size, and type, will be given priority.

Given TEA's Model options available, the campus has opted to use the Transformation Model with the Texas Center for District and School Support (TCDSS) as external providers and will follow the recommended Transformation Model of which TCDSS will help campus staff implement this model. The purpose of TCDSS is to work in conjunction with the Texas Education Agency to improve student performance. TCDSS provides schools with information, clarification, resources, and technical assistance regarding the school improvement process.

The goals of the TCDSS include developing increased leadership capacity in administrators and building knowledge of content and instructional strategies in teachers. The aim is to raise learning expectations for teachers, students, and administrators and to create a learning culture that facilitates improved student performance.

The TCDSS offers the following services of which the campus will utilize:
- **Campus Planning Event (CPE):** A Campus Planning Event (CPE) is a job-embedded professional development activity. The Campus Planning Event takes the entire staff through a process to: 1) come together as a team; 2) work as a team to conduct an extensive comprehensive needs assessment; 3) work together to revamp their Campus Improvement Plan to address the identified needs so the campus not only meets but exceeds all accountability standards; and 4) prepare the entire team to carry out the plan with fidelity.
- **Leadership Coaching:** Through coaching, the campus can dramatically improve the quality of its leadership skills through building highly effective communication skills, learning the skills of leadership coaching, using self-reflection as a tool for developing goals and action plans, and celebrating and appreciating its current successes in life.
- **Campus Snapshot Services:** The Campus Snapshot is a valuable tool for campuses preparing to engage in school improvement initiatives for any program or grant that requires a comprehensive needs assessment. The Campus Snapshot is a data-driven process which provides school districts and campuses with a comprehensive, objective analysis of the current state of the school and its ability to meet the needs of the students it serves. Using multiple data perspectives, including student, program, and campus performance data, stakeholder perceptual data, direct interviews, observations of practice in action, and document review, the Snapshot deeply examines all levels of campus operations for a comprehensive analysis and understanding of the current campus status in its role of supporting student achievement.
- **Advancing Improvement in Education Conference:** Advancing Improvement in Education (AIE) is a conference for educators, where the mission is to connect leaders to inspire accountability, innovation, and possibility for school improvement through partnerships and research-based best practices. The AIE Conference is built upon the purpose, principles, and values of the Texas School Improvement Conference (TSI), the TTIPS and School Improvement Programs, District Institute, and Secondary School Summit. With keynote speakers, distinguished and special guest speakers, and up to 100 general breakout sessions, participants will discover new avenues to inspire accountability, innovation, and possibility for school improvement.

Along with TCDSS professional development services, the campus will also contract with the following organization:

UTSA Center for Accelerated Schools - Since 1986, the Accelerated Schools Project has worked with over 1,500 schools to significantly improve schools. The UTSA Center for Accelerated Schools engages the community, administrators, staff, teachers, parents, students, and others to develop the best school possible for their learning community. Within the Accelerated Schools Tiered Model, the school community works collaboratively and thoughtfully to determine its vision, understand its challenges, and problem-solve to meet the campus's unique needs. Feedback and data is gathered at every step to build long-term, sustainable success.

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Schedule #14—Management Plan (cont.)	
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring the attainment of goals and objectives: Currently, the district has a management plan that is designed to achieve the objectives of programs on time and within budget. The management plan delegates the responsibility of monitoring the programs on an on-going basis to the assigned Program Director. This procedure ensures the successful attainment of program goals and objectives. The assigned Program Director is required to track all milestones according to proposed timelines in order to ensure the district remains on target. A final a report will be generated by the Project Director. The report will identify the status of each milestone, outstanding practices, and program challenges. Each challenge will include recommended strategies. The report will be shared with partners, key stakeholders and available for review by the community.

Adjustment to plan for attaining goals and objectives when necessary: In order to ensure feedback and continuous improvement, participating staff are required to meet regularly with campus staff (i.e. teachers, principals, counselors, etc.) to collect feedback pertaining to the proper implementation of identified activities It is imperative for the district to meet the needs of the students and ensure that all funds are utilized to their maximum potential. Continuous feedback is essential in *monitoring* the program's effectiveness. The stakeholders are required to review the information gathered to determine whether adjustments to the program need to be implemented.

In addition, the campus will contract with UTSA Center for Accelerated Schools to support the project's feedback and continuous improvement by providing:

- Monthly service provider reports;
- Governance structure monthly committee reports;
- Cumulative walkthroughs; and
- Semi-annual and annual site visit comprehensive reports/standards and indicators.

These services will help ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified, if ineffective.

Communication of Program Adjustments: Adjustments made to programs will be communicated to participants through email and scheduled meetings. Email correspondence is sent to all participating campus staff, parents/guardians, and students. In addition, students are provided a notice in English and Spanish to take home to their parents/guardians detailing the adjustments being made to the program plan.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe any on-going, existing efforts that are similar or related to the planned project. The campus does not currently have an existing program similar to the TTIPS initiative in place. The recent decrease in state and federal funding has made it impossible for the district to implement a program designed to systematically transform educator quality and effectiveness. In an attempt to improve the teachers' instructional capacity. The campus does; however, provide limited regular and on-going professional development to all teachers and staff. In addition, state Instructional Materials Allotment (IMA) funds are utilized to purchase state adopted instructional textbooks and materials and software that are research-proven to increase student participation and scores. All expenditures and activities are supplemental to and do not supplant or duplicate services. The campus provides assessments and conducts walkthroughs for all teachers on a regular basis.

How will you coordinate efforts to maximize effectiveness of grant funds? If awarded, the campus will provide existing program resources to support the compensation incentive plan such as technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and other technical resource as well as participate in staff trainings and meetings. The campus will utilize existing staff to provide support to the project. The Assistant Superintendent for Finance will manage grant expenditures; district administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation.

How will you ensure that all project participants remain committed to the project's success? The district and campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the school Transformation Model. The district has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Counselor, Paraprofessional, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

Campus Support: The campus will appoint a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist district and campus support for the initiative, and participate in both the Summer Conference and Leadership Conference. All campus faculty and administrators will participate in local staff development trainings.

Teachers and Principal Support: As a part of the Transformation Model, TCDSS will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The site development workshop and orientation workshop will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement. TCDSS School Improvement Consultants will provide continuous on-site, electronic and telephone support.

Superintendent and School Board Support: The campus plans to collaborate with employers and post-secondary institutions in the implementation of a school and work-based program to prepare students for employment and post-secondary education.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends.

The campus will sustain the activities and reform by utilizing strategies acquired from The National Center for Accelerated Schools. The Center for Accelerated Schools Process will build internal human capacity to carry out the processes of this project and ensures that all participants remain committed. The University of Texas at San Antonio National Center for Accelerated Schools (UTSA-NCAS) will offer a post-project sustainability component that allows affiliation to UTSA-NCAS for an annual fee. This is offered to leadership teams for attendance at renewal trainings, as well as access to virtual support.

The district will continue to monitor all aspects of the campus transformational efforts by utilizing campus initiatives that have been successfully used during the TTIPS program. Sotomayor H.S. will incorporate all program initiatives into the District Improvement Plan to ensure that all improvement efforts at the campus remain intact and valid after the grant expires. The campus will incorporate all initiatives used during the school transformational phase into the Campus Improvement Plan (CIP) and will work closely with the administrators to monitor, update, and ensure that all aspects that turned the campus around will continue to remain valid and viable.

Additionally, the campus will utilize professional development sessions through The National Center for Accelerated Schools and the TSDCC. These sessions will ensure that staff, teachers and administrators are fully updated in their knowledge and skills to sustain and/or improve the campus through sustained, updated, or new initiatives that drive the campus toward attainment of higher levels of success related to campus performance standards, recovery of students through credit attainment and/or STAAR preparation, increased graduation rates, and the relationships among of stakeholders.

To ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The campus's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

The campus will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

The campus will continue to utilize, as in-kind contribution, their current software, books, computers, classrooms, and facilities to provide assistance to continue the concept of the Texas Title I Priority School Program beyond the funding cycle. Technology equipment purchased through federal and state funds will also be utilized to allow teachers and students to accessibility to technology applications during and beyond the regular instructional schedule. Professional development training gained through the grant period will be offered and will be a tremendous resource that will aid in sustaining the plan during and beyond the grant cycle. Walkthroughs will instrumental to ensure that sustainability is in place.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**Student/Teacher Surveys**	1.	Positive feedback on teacher/student interaction.
		2.	Positive feedback on lesson plans.
		3.	Positive feedback on concepts and skills.
2.	**Professional Development Feedback**	1.	Teachers actively participate in workshops and trainings to build capacity.
		2.	Teachers attend all required trainings.
		3.	Teachers attend all additional other trainings required for TEA.
3.	**Classroom Observations**	1.	Students are actively engaged in classroom activities.
		2.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		3.	Routines are well established. Students assume considerable responsibility for the efficient operation of the classroom.
4.	**Evaluation of Students' Learning**	1.	Report cards, class work, and benchmarks demonstrate progress in student learning.
		2.	State assessments indicate an incremental increase in overall student scores.
		3.	Decrease in student grade retention rates and summer school attendance.
5.	**Review of Teacher Use of Course Materials**	1.	Teachers provide effective approaches that engage students in higher-order thinking.
		2.	Teachers integrate an understanding of facts, concepts, and principles.
		3.	Teachers provide multiple, varied examples to illustrate the use of procedure or skill.

The methods of evaluation provide for examining the effectiveness of program strategies **(EVALUTION-Q1)**; and, The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. **(EVALUTION-Q2)**

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data).

Processes for Collecting Data: The campus will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The campus will collect both quantitative (i.e. test scores, report cards, class work, PEIMS Report, professional development training sign in sheets) and qualitative data (i.e. teacher surveys, classroom observations, colleague testimonials to determine student progress to meet all of the identified objectives and milestones of the program.

The campus will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework. Furthermore, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and the number of participants being served by the Teacher Mentors will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.

Classroom observations will also be conducted on a regular basis in order to provide feedback on classroom climate, instructional strategies and coursework so that the campus Principal and grant officials the opportunity to determine whether the trainings being provided to the teachers are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior.

Finally, the campus administrators will review student achievement results and attendance data, as well as test results, report cards, graded class work, professional development sign-in sheets, and PEIMS reports to determine whether the campus has shown an increase in student/teacher participation.

How are problems with project delivery to be identified and corrected throughout the project: The surveys, observations, and teacher and student data collected will allow the campus, grant officials, and contracted consultants to determine whether the trainings and designed instructional pathways are positively impacting the students and teachers. Areas of concerns will be discussed and modifications will be made regularly to the proposed plan as needed. The formative evaluation processes outlined in this application provide for the identification and correction of problems throughout the duration of the grant project.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

The program activities relate directly to the goals, local objectives, and strategies, as well as to the program description and project requirements.

A design team was formed to look at all the data available and to select a school intervention model. Following a careful analysis of the Comprehensive Needs Assessment, the design team evaluated the following data: Accountability reporting reports, End-of-Course (EOC), English as a Second Language, Special Education, Dropout and Data Validation, Campus Improvement Needs Assessments, Campus Improvement Plan, and In-house Parent, Student, and Staff Surveys. The design team analyzed the demographics, perceptions, student learning, and school processes and identified three critical areas of concern.

The data analysis reports identified the following problem areas in 2013-2014: 1.) All subject areas demonstrate inconsistent patterns of progress; 2.) Math and science performance results demonstrated greatest patterns of inconsistencies and least gains; and 3.) Minimal improvements, notable decrease and significant loss.

In implementing the Transformation Project, the Sotomayor H.S. campus will adhere to timeline activities/strategies which align to increasing the effectiveness of teacher(s) and campus leader, improve instruction through targeted professional development, and create a community-oriented school to increase student achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM/YY	End Date MM/YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. The design of the proposed program reflects up-to-date knowledge from scientifically-based research and effective practice. The district will implement the Transformation Model and select instructional materials and software that are scientifically-researched and effective as evidenced through supporting academic data.	09/14	04/17
			B. Utilize all data instruments including a powerful learning rubric to drive instructional programs.	09/14	04/17
			C. Train staff on data decision-making processes.	09/14	04/17
			D. Develop classroom instructional design.	09/14	04/17
			E. The district will organize after-school learning communities in order to provide teachers the opportunity to analyze and improve their classroom practice, promote deep team learning, and align curriculum from one grade to the next.	08/14	04/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Provide teachers professional development training designed to increase their data skills and data-informed decision-making process in order to provide them the skills needed to utilize data to differentiate instruction.	08/14	01/17
			B. Increase frequency of classroom walkthroughs to monitor effective instruction.	09/14	04/17
			C. Train staff on differentiated instruction driven by data.	12/14	04/17
			D. Provide time for weekly analysis of data.	09/14	04/17
			E. The campus will re-assess students on a regular basis in order to adjust instruction and meet the students' individual needs.	12/14	04/17

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Schedule #16—Responses to Statutory Requirements					
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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Develop processes to make proper decisions based on data.	08/14	07/17
			B. Understand data, trends, and student achievement.	08/14	07/17
			C. Integrate/expand professional learning communities.	08/14	07/17
			D. Contract with UTSA-NCAS and TCDSS to utilize data to select and implement the Transformation Model.	08/14	07/17
			E. Implement a school-wide response to intervention model.	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Training will be provided for teachers to enhance their content knowledge and understanding of the TEKS. Lead Teachers will help identify these areas of weakness.	08/14	04/17
			B. Provide training on the use of inquiry data to drive instruction	08/14	07/17
			C. Implement new evaluation system developed with principals and staff.	08/14	07/17
			D. Provide a clear/detailed evaluation system.	08/14	07/17
			C. Provide time for weekly analysis of students' grades, average daily attendance, and lesson plans.	10/14	04/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM/YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the Transformation Model.	*Provide name and date of hire for principal or date of anticipated replacement:* The Principal, Mrs. Rosa Rakay, was hired in July of 2012; therefore, the district has chosen not to replace this individual at this time.	08/14	08/14
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Use of assessment tool to measure leader effectiveness.	08/14	07/17
			B. Provide staff on-going PD through: Internal Staff; External Consultants; Professional Learning Communities; Subject Content; Grade Level; and Interdisciplinary Teams. Activity – The school will contract with outside consultants to provide job embedded PD to facilitate teaching and learning.	08/14	07/17
			C. Contract TSDSS to provide embedded PD for Principal/Lead Teachers and document growth.	08/14	07/17
			D. Contract TCDSS and UTSA Center for Accelerated Schools' trainers to provide job embedded PD to facilitate teaching and learning.	08/14	04/17
			E. Implement an evaluation system that is clear and detailed.	08/14	07/17
			F. Provide evaluation and feedback to the principal's performance.	08/14	07/17
			G. Attend assessment and student achievement workshops.	09/14	07/17
			H. Use data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and on-going collections of professional practice reflective of student achievement and increased high school graduations rates to evaluate principal.	09/14	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**	
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Establish a financial incentive system for good performance on student outcomes.	08/14	07/17	
			B. Utilize an appropriate evaluation system to evaluate leaders to determine whether they have contributed significantly to increasing student achievement and high school graduation rates.	08/14	07/17	
			C. Reward leaders who have increased student achievement and high school graduation rates.	07/15	07/17	
			D. Remove leaders who, after ample opportunities have been provided for them to improve their professional practice based on the Administrative Appraisal System.	07/15	07/16	
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Allow sufficient operational flexibility and autonomy for developing and implementing a flex calendar with additional days to work with students in need of remediation, scheduling substitute teachers to cover classes at various times throughout the year to allow teachers to collaborate and disaggregate data and develop curriculum based on student needs, and move classes around in the master schedule so that the campus can offer tutorial pull-out sessions during the day to minimize competition for after school tutorial spots to implement fully a comprehensive approach to substantially improve student achievement outcomes and high school graduation rates.	08/14	07/17	
			B. Extend or restructure the school day such as advisory periods to build relationships with faculty, parents, and students.	08/14	01/17	
			C. Provide flexibility work conditions that are designed to recruit, retain, and place high quality teachers in classrooms.	08/14	07/17	
			D. Provide campus support on flexibility of setting calendar, time, and budgets.	08/14	07/17	

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. The campus will review the academic learning time (period when instruction aligns with student's readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to devise strategies to more closely align these two areas.	08/14	07/17
			B. The campus will realign class schedules in order to increase the academic learning time. This may include offering block scheduling and extending the school day, etc.	08/14	07/17
			C. Provide extended learning time beyond the regular school schedule, as needed, based on benchmark results.	08/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. The campus will provide after-school core academic tutorials for students in order to increase the instructional time.	08/14	07/17
			B. The campus will realign class schedules in order to increase the academic learning time. This may include offering block scheduling, and extending the school day, etc.	08/14	07/17
			C. The campus will offer a "study period" during students' lunch period. This "study period" will allow students to eat a nutritional snack while being provided additional time for instruction in core academic subjects.	08/14	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering with other organizations.	A. Establish schedules and strategies that provide increased learning time.	08/14	07/17
			B. The campus will realign class schedules in order to increase the academic learning time. This may include offering traditional or A/B block scheduling, and extending the school day, etc.	08/14	07/17
			C. The campus will offer a "study period" during students' lunch period. This "study period" will allow students to eat a nutritional snack while being provided additional time for instruction in core academic subjects.	08/14	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Schedule common planning times for mentors, teachers, and professional development.	08/14	07/17
			B. Establish/support a teacher mentor program.	08/14	07/17
			C. Provide staff on-going PD through: Internal /External Consultants; PLC's; Subject Content; Grade Level; Chairs and Interdisciplinary Teams.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Provide opportunities for family engagement through committee work.	08/14	07/17
			B. Involve parents in the guidance/advising system to ensure completion of an accelerated program of study. (Recognized/Distinguished Graduation Plans)	08/14	07/17
			C. Partner with a local CBO-Family Organizations to help recruit parents and provide social services and educational classes to parents.	08/14	07/17
			D. Tap into an existing program that is already in place to provide GED, ESL, and technology classes to parents.	08/14	07/17
			E. Provide financial aid academies for parents.	08/14	08/14
		2. Provide ongoing mechanisms for community engagement	A. Partner with social services to provide social-embedded and community oriented services and support systems to meet student/family needs.	08/14	07/17
			B. Continue and expand partnership with PTOs, CBO's, and state and local agencies to create safe school environments that meet students' social, emotional, and health needs.	08/14	07/17
			C. Provide 21st century technology-marketing strategies for community and family engagement.	08/14	07/17
			D. Partner with workforce for work study and other employment opportunities.	08/14	07/17
			E. Provide opportunities for community engagement through committee work.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. The campus will conduct a Comprehensive School Climate Inventory (CSCI) in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning.	08/14	04/17
			B. Build on past efforts to create a leadership team that represents the campus community.	08/14	04/17
			C. Systematically evaluate the campus' strengths and weaknesses utilizing school climate tools.	08/14	04/17
			D. Include all stakeholders in accelerated schools process.	09/14	04/17
			E. Implement an action plan with evidence-based pedagogic and systemic efforts designed to promote a teaching and learning environment that supports positive youth development and learning.	10/14	04/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**	
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Reinforce the new McREL evaluation system that is now in place.	08/14	07/17	
			B. Provide evaluation and feedback to 100% of the teachers on their performance.	08/14	07/17	
			C. Utilize a campus approved informal classroom walk-through scoring rubric to evaluate teachers.	08/14	07/17	
			D. Reinforce the value of classroom evaluations by providing observers with adequate knowledge, skills, and tools to do the job well.	08/14	07/17	
			E. Attend professional development opportunities, conferences, and seminars.	08/14	07/17	
			F. Analyze evaluations and identify existing weaknesses and problems and problems and formulate growth plans to address areas of need.	08/14	07/17	
			G. Provide internal and external feedback on evaluations and formulate growth plan to address areas of need.	08/14	07/17	
			H. Train teachers in differentiation, and inquiry in the classroom.	08/14	07/17	

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Formulate a systemic professional development plan to provide for a pool of potential leaders to staff hard to staff areas.	08/14	07/17
			B. Adhere to established hiring practices for recruiting and ensuring a diverse pool of high-quality candidates in hard-to-staff positions.	08/14	07/17
			C. Attract quality staff by compensating staff appropriately and developing varied incentives.	08/14	07/17
			D. Implement an incentive program which can play an integral role in academic performance.		
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Provide weekly on-site professional development trainings through a field trainer.	08/14	07/17
			B. Provide trainings which focus on critical grade-level TEKS and standards.	08/14	07/17
			C. Implement research-based Instructional Best Practices, Levels I-IV.	08/14	07/17
			D. Implement instructional strategies specific to core subject areas (Instructional Best Practices, Level IV).	08/14	07/17
			E. Teacher Mentors and the Teacher Facilitator Coaches will conduct classroom observations in order to have the opportunity to view teachers implementing the strategies that have been reviewed. The classroom observations will also provide the teachers the opportunity to receive feedback and modify their delivery method.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Establish a financial incentive system for good performance on student outcomes.	08/14	07/17
			B. Provide flexibility work conditions that are designed to recruit, retain, and place high quality teachers in classrooms.	08/14	07/17
			C. Provide career pathway opportunities and trainings to campus teachers.	08/14	07/17
			D. Provide time for monthly analysis of professional development provided and collaborative planning sessions.	08/14	07/17

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal.	*Provide name and date of hire for principal or date of anticipated replacement:*		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	*Improve School Climate*	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements					
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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.					
CSF	**Turnaround Principle**	**Strategy / Intervention**		**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.			
		B.			
		C.			
		D.			
		E.			
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.			
		B.			
		C.			
		D.			
		E.			

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and campus staff have taken the necessary actions to determine its capacity to provide adequate resources to the campus in order to properly implement fully and effectively the selected school Transformation Model.

DESIGN: Process or Pre-Award Work Conducted to Identify Needs: The proposed project is appropriate, and will successfully address low performing academic areas. The district and campus administrators attended all the webinars, and videoconferencing related to understanding the goals and objectives of the TTIPS grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the design team (Superintendent, Campus Principal, Counselor, Paraprofessional, and Teachers) met to discuss the grant.

The campus has analyzed the school needs and selected the Transformation Model for the targeted school as follows: External partners, training consultants, and an external grant evaluation firm were brought in to brainstorm about the campus needs, identify activities, review tracking and monitoring needs, and identify necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to increase and transform this low-performing campus. After this brainstorming meeting, the team completed a Comprehensive Needs Assessment (CNA) tool which considered the targeted campus needs. In addition to completing the CNA form, the team discussed identification of community partners, designation of personnel to manage this project, and the need for a more job-embedded training.

Moreover, the team members also reviewed personnel needs. The team determined that the Principal, who was appointed to her position in July of 2012. Therefore, as per the flexibility allotted by the USDE in the implementation of the Transformation Model with TTIPS, Cycle 3 grant funds, it was decided that the Principal (Rosa Rakay) at Sotomayor will not be replaced at this time. Moreover, the teachers who received favorable evaluations in March of 2014 who have already been invited to continue their employment during the 2014-2015 school year will be allowed to stay with proper training given to them. Therefore, all of these teachers will be retained. However, more specific and quantitative assessments will be conducted next year and thereafter to determine if the Principal and teachers will get invited for continued employment. All of these new expectations will be individually discussed with any new prospective candidates and will be kept in their personnel file. The campus will utilize rigorous, transparent, and equitable evaluations.

CNA Review: Checklist included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; 3) Feeder campus stats and needs were reviewed to determine patterns and needs of upcoming student population; and 4) all grade levels were reviewed with low performing group.

The needs for the CNA were reviewed over the last few weeks in addition to longitudinal data which required significant time during the pre-award period. This data will again be reviewed during the post-award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff was encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The campus staff selected TEA designed Transformation Model since it matches the needs identified in the CNA.

Post-Award Work: Various methods will be implemented after the post-award such as:

- In Year 1, the team members will collect the following: District Snapshot, Behavioral data and PEIMS data to analyze Positive Behavior Intervention Interventions and Support (PBIS) implementation, track Social Service Support, collect observation data to guide professional development and student interventions, review plan for recruitment and retention of quality staff, review progress towards goals in a 90-day Action Plan, track online courses, track attendance at Summer Seminars, review and revise professional development plans, and track needs assessment data for students and teachers.
- In Year 2, continue with all of Year 1 processes and include the review of Action Research Projects and perform an intensive data review and process evaluation on what's working and what still needs to be addressed.
- In Year 3, continue with all of Year 1 and 2 processes to identify, track, modify, and remedy campus, student, and teacher needs. Additional activities will include administer Campus Snapshot, finalize Action Research Projects, collect data for PBS evaluation, create a sustainability plan, and develop a plan to continue to utilize lead teachers.

In accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment and a variety of activities that allow each applicant to participate without regard to gender, race, origin, color, or handicap. The district utilized the needs assessment conducted during the planning phase to identify barriers and develop solutions. Strategies and activities proposed are of sufficient quality and scope to ensure equitable access.

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Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #18—Equitable Access and Participation			
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No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☐
A02	Provide staff development on eliminating gender bias	☒	☒	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☒	☒	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☒	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☐	☐
C02	Provide counseling	☒	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☒	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☒	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☒	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☐	☐
D02	Provide counseling	☒	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☒	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☒	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☒	☐	☐
E04	Provide program materials/information on tape	☒	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☐	☐
F02	Provide interpreters at program activities	☒	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☐	☐
G02	Expand tutorial/mentor programs	☒	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☐	☐
K02	Develop and implement a truancy intervention plan	☒	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☒	☐	☐
K06	Provide before/after school recreational or educational activities	☒	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☒	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☒	☐
N06	Provide professional development in a variety of formats for personnel	☐	☒	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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